DOCUMENT RESUME

ED 204 897 EC 133 364

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TITLE Effects of Environmental Manipulation, Curriculum Changes, and Implementation of a Token System on On-Task Behavior of Second and Third Graders in a Learning Disabilities Classroom.
PUB DATE Feb 81
NOTE 38p.: Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February, 1981, Session H-18).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavior Change: *Classroom Environment: *Contingency Management: Curriculum: *Learning Disabilities: Primary Education
IDENTIFIERS *Token Economy

ABSTRACT

The study implemented simple classroom procedures to increase the ontask behavior of eight second and third grade learning disabled students in an inner city school. Procedures used were modification of the environmental arrangement of the classroom (such as moving the learning centers closer to students' desks), changing the method of curriculum presentation and teaching strategy (such as shaping students to work independently rather than in small groups), and implementation of a classroom token economy. Data collected by a time sampling recording procedure indicated that ontask study behavior increased for all Ss. Written statements from the classroom teacher showed a subjective, anecdotal improvement in general classroom functioning as well. In addition to increases in study behavior in all children, other changes observed included children speaking more quietly, answering when spoken to, smiling more often, being more polite to others, talking to each other more frequently and more appropriately, and increasing accuracy in seatwork. (Author/SB)

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ED204897

EFFECTS OF ENVIRONMENTAL MANIPULATION, CURRICULUM CHANGES, AND IMPLEMENTATION OF A TOKEN SYSTEM ON ON-TASK BEHAVIOR OF SECOND AND THIRD GRADERS IN A LEARNING DISABILITIES CLASSROOM

by

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Title

Effects of Enviornmental Manipulation, Curriculum Changes, and Implementation of a Token System on On-Task Behavior of Second and Third Graders in a LD Classroom.

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ABSTRACT

In order to learn, children must practice the desired skill. This is even more true for special children who may have many deficits. In this study, the on-task behavior of eight learning disabled second and third grade students was increased by the implementation of several classroom procedures, including, 1) modification of the environmental arrangement of the classroom; 2) changing the method of curriculum presentation and teaching strategy; and 3) implementation of a classroom token economy. Data collected by a time sampling recording procedure indicate that study behavior increased for all eight children. Written statements from the classroom teacher show a subjective, anecdotal improvement in general classroom functioning as well. In addition to increases in study behavior for all children, other changes observed included, children speaking more quietly, answering when spoken to, smiling more often, being more polite to others, talking to each other more frequently and more appropriately, and increasing accuracy in seatwork.

INTRODUCTION

Providing the proper classroom atmosphere conducive to learning is essential for all children, especially for learning disabled children. Included in this atmosphere of learning are such things as environmental design, curriculum instruction, on-task behaviors, and a workable classroom management system.

Axelrod, Hall, and Tams, 1979, demonstrated that the arrangement of tables and desks in the classroom could directly affect the amount of talk-outs and disruptive behavior. Rapport and Bostow, 1976, improved the on-task performance of children's completion of assignments by making recreational activities contingent on percent of assignments completed. Chadwick and Day, 1971, increased the percent of time children spent working, the amount of academic output, and the accuracy of assignments by employing a point system and social reinforcers.

The purpose of this particular study was to implement simple classroom procedures that would increase the on-task behavior of eight second and third grade LD students.

METHOD

Subjects and Setting

A simple classroom procedure, designed to increase both on-task behavior and the amount of work completed, was implemented in a Learning Disabled classroom at Fairfax School, an inner-city elementary school in Kansas City, Kansas. The classroom consisted of eight black, second and third grade students, (2 second graders and 6 third graders), whose ages ranged from 7 to 9 years. All eight children participated in the program.

Response Criteria

The definition of on-task behavior included the following:

--- sitting on or standing beside one's assigned seat,

--- looking at appropriate materials, such as book, paper, blackboard, etc.,

--- attempting to do the assigned task at the appropriate time,

--- answering the teacher or classroom helper when appropriate,

--- raising one's hand and waiting quietly for assistance,

--- moving about the classroom if given permission or told to do so (e.g. sharpening pencil, hanging paper on bulletin board, getting books or flashcards, etc.),

--- checking work folder or list of work for the day, and

--- doing any task assigned by the teacher or classroom helper.

No attempt was made to include children working quietly as a prerequisite for on-task behavior. If a child was in the appropriate seat and doing the assigned task while humming or making noises, the child was scored as on-task.

PROCEDURE

Environment

The arrangement of the classroom before any changes were made can be seen in the top half of Figure 1. Note that children and learning centers were dispersed throughout the classroom with the teacher's desk in the middle of the room. Each child's desk had a cardboard cubicle setting on top, making it impossible for the teacher to observe the child's work without standing directly behind the child's chair. The child was unable to look around the classroom without moving the cubicle or moving the chair back. The teacher was required to walk around the classroom to contact individual students. Likewise, a student had to walk to various parts of the classroom to get to each of the learning centers or to get to the teacher. In short, both the teacher and students were spending a great deal of time walking around the

classroom.

The changes in the environmental design are shown in the bottom half of Figure 1. This arrangement made it possible for the teacher to stay in a fairly small area and still be able to contact individual children. She was now able to observe what each child was working on and the children were able to see what was going on around them. Movement around the classroom was minimized by moving the learning centers closer to the children's desks. Children were required to sit near one another, thereby approximating more closely a regular classroom environment. (The free-time area of the classroom will be discussed further in the behavior management section.)

Curriculum

During Baseline, children were given a written list of assignments to complete during the day. (See Appendix A.) The assignments included seatwork and various learning center tasks. Many of the worksheets were explained with written instructions the children could not read by themselves. Some children were also unable to read the work to be done on the daily list of assignments. Most of the work at the learning centers did not require any written response. Therefore, it was difficult to assess how much work children actually did accomplish while at each center. Frequently, the teacher would tell a child to sit beside her desk and wait for her. This one-to-one session was designed to help individual children with difficulties in reading. However, the child would often sit beside the teacher's desk while the teacher attended to the other children. Sometimes the child would wait 15 minutes while the teacher took care of children exhibiting inappropriate behavior. After 15 or 20 minutes of waiting, the child would either get up and go back to their own desk or begin to engage in inappropriate

behavior.

Occasionally, the teacher would take a small group of children, three or four, and have a reading or math lesson. These small groups were very difficult to conduct since none of the children were able to work independently. The other children, who were supposed to be doing seatwork, usually acted inappropriately, distracting both the children in the small group and the teacher.

After the treatment procedures were implemented, the teacher was instructed to write the daily list of assignments in such a way that the children could read them without help. Initially, all worksheets which needed special instructions or help from the teacher were not used. Children were supposed to be able to read their own list of assignments and do each task without assistance. Emphasis was placed on behavior at this point, not on academic work. Later on, the emphasis was changed and more difficult work was included. The small group sessions the teacher had conducted during Baseline were not conducted during the treatment phase. The emphasis was placed on shaping the children to work independently without teacher assistance. In order to do this, the teacher had to be free to reinforce children for working.

Behavior Management

During Baseline, the teacher used various methods of discipline. If a child was especially disruptive in class, the teacher would write the child's name on the blackboard. Each subsequent episode of disruptive behavior earned the child a checkmark placed beside the name on the board. These checkmarks resulted in the loss of the entire or specified amounts of time from recess. When a child repeatedly disrupted the class or flagrantly refused to obey the teacher, she would take the child to the principal who would either talk

to or spank the child. As school progressed, the teacher threatened the children more frequently and talked in a very loud voice whenever the noise level increased. The teacher was not allowed to keep any student after school since they all rode the school bus. Limited cooperation with parents made a home-school program difficult to arrange.

The treatment procedure involved the implementation of a token system in the classroom. Each child received a point card (see Appendix B) each day. Children were given points (initials) for exhibiting a variety of appropriate behaviors. Children spent their points for free-time, extra trips to the bathroom, extra drinks, snacks, small toys, and access to the free-time area. The free-time area was at the back of the classroom. The coat closets ran along the back wall with a sink and drinking fountain beside them. Shelves along the wall contained the games, toys, puzzles, records, etc. that the children could play with. There were several large rugs spread on the floor. The row of desks and dividers that separated the free-time area from the work area had art materials on them. In terms of space, the work space area encompassed two thirds of the classroom and the free-time area was the remaining one third of the total classroom. Initially, children received points for appropriate behavior and were ignored when exhibiting inappropriate behavior. After the program had been implemented for two weeks, the children were fined for major inappropriate behavior. Physical abuse resulted in the loss of 10 tokens for each occurrence and included behaviors such as, hitting, kicking, slapping, punching, tripping, spitting, pulling or tearing clothing, pulling hair, & hitting another person with an object. Verbal abuse, which cost 5 tokens, included name-calling, threatening, insulting, screaming, shouting answering "No" to the teacher's instructions,

"back-talk," and lying. Behaviors which did not result in a token loss, but were considered inappropriate, were talking with another student when it was time to work, whispering, tattling, humming or singing while working, working out loud, crying unless hurt, "meddling" with another child, "sticking your nose" into someone else's business, and instigating trouble. Children were promted or reminded to stop these behaviors or not to start them, but no other consequence was applied. Children lost 5 tokens for each episode of property abuse. Examples of property abuse included breaking pencils or crayons, tearing up papers or pages of a book, slamming furniture into a wall or a desk, writing on a desk, in a book, or on the wall, throwing an object, crumpling up work papers, and any gross, deliberate misuse of any object. Children were told to turn the record player or radio down if the volume got too loud and warned to not cause the machines to "whine" loudly, but were not fined for either behavior.

Data were collected by using a time sampling at a point in time recording procedure. (See Appendix C.) Intervals were 30 seconds and data were collected for 30 minutes during the seatwork time in the morning. Occasionally, data were collected in the afternoon during the large group activity, i.e., language arts, story, speech, etc., and on several days, data were collected for longer than 30 minutes.

Reliability data were collected by the second author who sat several feet away from the primary observer. One observer would signal when the stop watches should be started. Occasionally the observers were not able to score all eight children in the 30 second interval. When this happened, the observers simply skipped the next interval and waited until the subsequent interval before scoring again. Neither observer interacted with the children

during the time data were being collected.

RESULTS

Reliability

Inter-observer agreement data were collected for each child individually on 4 occasions during Baseline, 11 occasions during Treatment, and on 3 occasions during Post-Checks.

Percent of agreement was computed by dividing the number of intervals in which data were obtained for each child by the number of intervals in which both observers agreed on the occurrence or nonoccurrence of on-task behavior for that child. Agreement ranged from 80% to 100% with a mean of 94% during Baseline. The range of agreement during Treatment was 61% to 100% with a mean of 84%. During the Post-Checks, percent of agreement ranged from 93% to 100% with a mean of 97%.

The effects of the Treatment procedures can be seen in Figures 2 through 9. The data for Subject 1, Ernie, are shown in Figure 2. During Baseline, Ernie was on-task an average of 45% of the time in which the observers collected data. After the New Classroom Procedures had been instituted, Ernie's level of on-task behavior increased to a mean of 79%. Post-Check data points show a mean on-task level of 68%. Subject 2, Tommy, was on-task an average of 40% during Baseline. Tommy's level of on-task behavior increased to a mean of 80% when the New Classroom Procedures were in effect. The mean level of on-task behavior during the Post-Checks was 77%. During Baseline, Teddy, Subject 3, was on-task an average of 28% of the time in which the observers collected data. Institution of the New Classroom Procedures increased Teddy's on-task behavior to a mean of 81%. Post-Check

data indicate a mean on-task level of 67%. Charles, Subject 4, has a mean level of 25% on-task behavior during Baseline. This increases to an average of 59% during the time the New Classroom Procedures were operating. During Post-Checks, Charles scored 65% on-task behavior during the time the observers were collecting data. The data for Subject 5, Michael, show the average Baseline level of on-task behavior to be 57%. After the New Classroom Procedures had been started, Michael's level of on-task behavior increased to a mean of 70%. Post-Check data points show an average of 72% on-task behavior. Subject 6, Lennie, has a Baseline average of 44% on-task behavior. His level of on-task behavior increased to a mean of 63% during the New Classroom Proecdures condition. Lennie's Post-Check data indicated an average of 50% on-task behavior. Andy, Subject 7, has a Baseline average of 41% on-task behavior. On-task behavior rose to a mean level of 81% after the New Classroom Procedures had been implemented. Andy's level of on-task behavior during the Post-Checks was an average of 80%. Subject 8, Roxanne, was on-task during Baseline an average of 59% of the time the observers collected the data. Her level of on-task behavior increased to a mean of 87% during the New Classroom phase. Roxanne's Post-Check data yielded an average of 78% on-task behavior.

DISCUSSION

Rearranging the classroom environment, altering teaching strategies, and implementing a token economy, increased the on-task behavior of all eight children in a Learning Disabilities classroom. Although these procedures were relatively simple to institute, an extremely large amount of time was required to teach the classroom teacher to implement the package. The first two authors spent 5 entire days in the classroom assisting the teacher in the

initial stages of instituting the token system. After this first week, the authors visited the classroom every day for approximately 2-3 hours. The visits were gradually faded to every other day and then to twice a week. Throughout this time, whenever the authors were in the classroom, they functioned as classroom aides. After several weeks, the authors only collected data and talked with the children and teacher during their visits to the classroom and did not function as classroom aides. The on-task behavior of the children remained high during this fading. The total number of in-classroom hours spent on this project was 81 hours.

Whenever the authors were in the classroom, they gave suggestions and encouragement to the teacher. Frequently, the authors would model a technique for the teacher and then have her try to imitate it. Many of these techniques were new to the teacher and often the children did not respond compliantly. The teacher needed lots of support when she began to implement the new procedures by herself.

In addition to the increase in study behavior, other changes were observed in the children. The authors noted that the children began to speak more quietly, were more polite, smiled more, spoke to each other more frequently and more appropriately, and appeared to be happier than before the new procedures had been instituted. Children seemed to be more interested in their seatwork and in general, acted like they enjoyed school more. During this time, the teacher was even able to have the children work together on flashcards. Most of the time, the children behaved very well while working with each other and began to learn their math facts rapidly.

One of the most dramatic changes observed in the children was their ability to ignore inappropriate behavior from other children. Although no data were collected on this behavior, the authors noted its increasing

occurrence almost daily.

Behavior had been such a problem in the classroom, that the token system was designed to increase social behaviors, rather than to teach specific academic skills. Children were given tokens for working quietly on their assignment, but no tokens were delivered for accuracy or content. The teacher began to reinforce children for accuracy in their seatwork by hanging perfect papers on the bulletin boards around the classroom. Children were sometimes given a sticker or a stamp on a paper that had been completed correctly. On several occasions, children were allowed to take their perfect papers to the principal or to the school secretary. All children seemed to really like to have their papers on the bulletin board and frequently asked or reminded the teacher or authors that they had earned a sticker or stamp. These procedures seemed to be effective in getting the children to work towards perfect papers.

In order to teach children to work quickly, the teacher would allow the first child who had completed the assignments for that day to act as a tutor for another child who needed help. This was a very powerful motivator and had most of the children working to be the "helper" each day. As a matter of fact, children were so anxious to help each other, that the teacher began to let each child who completed their assignments help another child or do a job for her, such as sorting, stapling, or passing out papers, etc. This procedure functioned very effectively in motivating children to work quickly. The authors also noted that peer interactions seemed to become more appropriate and friendly as children learned to work with each other.

Shortly after the treatment procedures had been in effect, a volunteer Grandmother came into the classroom full-time. The teacher had "Grandma" read individually with the children or work on flashcards. Grandma was able

to give tokens for appropriate behavior and occasionally helped supervise the class. Having an extra person in the classroom allowed the children to have more one-to-one attention, but that too had its drawbacks. Occasionally, Grandma did not follow the newly instituted procedures. She was hardly ever able to ignore inappropriate behavior and often shouted at and argued with the children. Repeated feedback would help for a short time and then Grandma would go back to her old behavior.

After the new procedures had been implemented for approximately one month, two new children came into the classroom. Both children adapted to the token system with no difficulty. The other children in the classroom exhibited no additional behavior problems and seemed to hardly notice the new arrivals.

Two children in the classroom occasionally still exhibited disruptive and/or aggressive behavior. The teacher indicated that the token system was effective except when these two children were "out of control." A separate individual contract was arranged with each child. For each half hour of good behavior, each child received an "X" on their point card. After earning six "X's" or behaving for three hours, the child was allowed to choose a small prize from a grab bag. These contracts worked very well for both children.

A concern for most teachers is whether or not the children in their classroom like them. An interesting observation made in this classroom concerned the responses of the children to the authors. Whenever the authors entered the classroom, the children smiled, ran to meet them, hugged them, began talking immediately, and, in general, seemed very happy to see them. Occasionally, the sudden appearance of the authors would serve as an apparent

reminder to a child who was doing something inappropriate. The child would stop doing the inappropriate behavior, sit down, and begin to work quietly without the authors having to say a word. In short, the authors had initiated a tight contingency system and were beginning to shape the children into appropriate study behavior. Despite these new limits and demands being placed on the children, their response to the authors was very positive and friendly.

When the teacher contacted the authors requesting help, she was asked to write a statement of her current situation, her feelings about her classroom, and the specific reasons she needed help. Her initial response can be seen in Appendix D. After the new classroom procedures had been implemented, the teacher was again asked to write another statement regarding changes in the classroom, the children, and herself. Her response is in Appendix E. After reading both statements from the teacher, it is apparent that, in addition to the data showing an improvement in her classroom, the teacher, too, felt that things had gotten better.

The authors visited the classroom every other week to collect follow-up data after the classroom procedures had been in effect for several months. The follow-up data indicated that for five of the eight children, the level of on-task behavior was lower than during the implementation of the new classroom procedures. Two of the eight children scored slightly higher on the post-checks, while one child remained the same. One possible reason for this decrease could be the fact that the teacher had begun to relax and change some of the procedures the authors had instituted. The arrangement of the classroom had been altered; the teacher and classroom aide were not giving tokens as frequently as before; tokens delivered were not always accompanied by behavior specific praise; small groups had been started again; point cards were given much less emphasis; the new classroom aide had not

received any training; children were not always spending their tokens; and the authors were no longer visiting the classroom on a regular basis. Despite all of these changes, unforeseen side effects began to develop. The children were coming under the control of more natural classroom reinforcers--they were truly interested in how well they did their work and enjoyed getting a perfect paper or knowing the right answer. The relationship between the teacher and the children began to improve to the extent that children didn't want to make the teacher mad or hurt her feelings--they started to like her! They followed her instructions more readily and were, in general, more compliant.

The teacher was asked to write a concluding statement the last week of school. Her response can be seen in Appendix F. Her feelings about the children and her teaching changed dramatically over the school year.

To summarize, the changes observed in the children and the teacher in this LD classroom were phenomenal! The teacher has become a better teacher because of her experiences this year and all of the children in her classroom have benefitted greatly. The teacher and children that were in this classroom in September, 1979 "are not the same people" who ended the school year in the same classroom in May, 1980!

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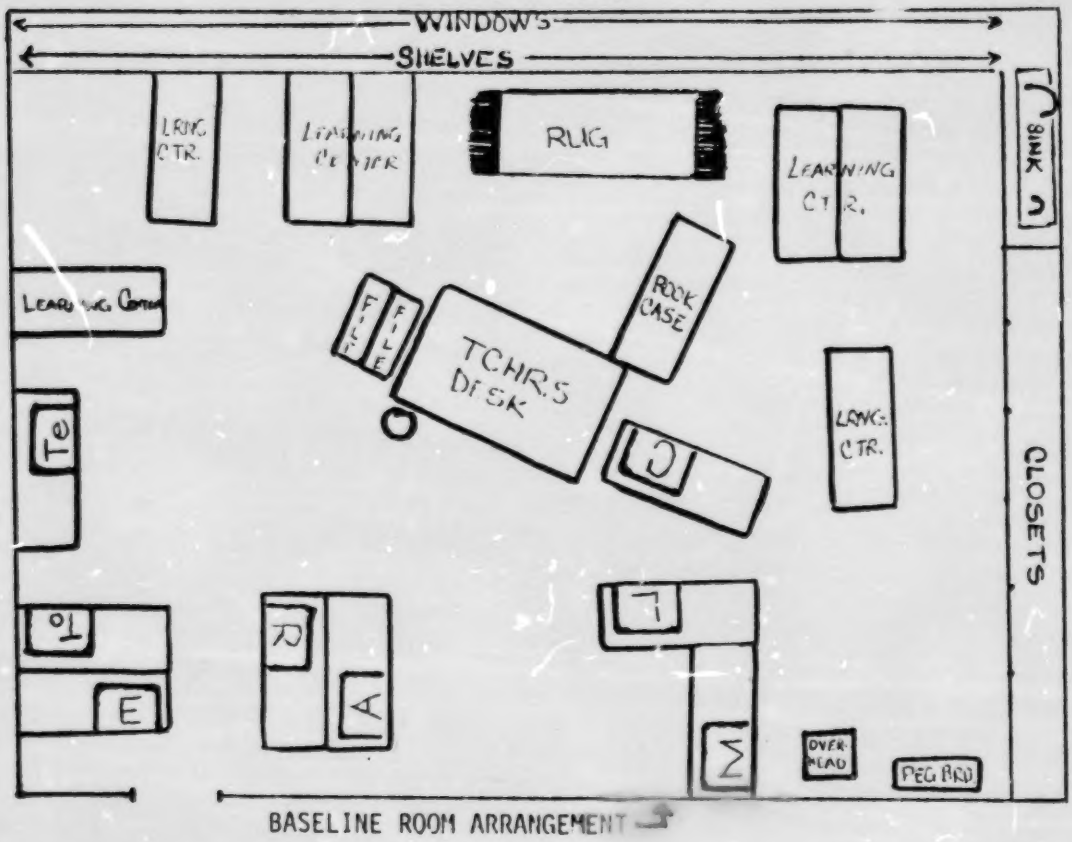


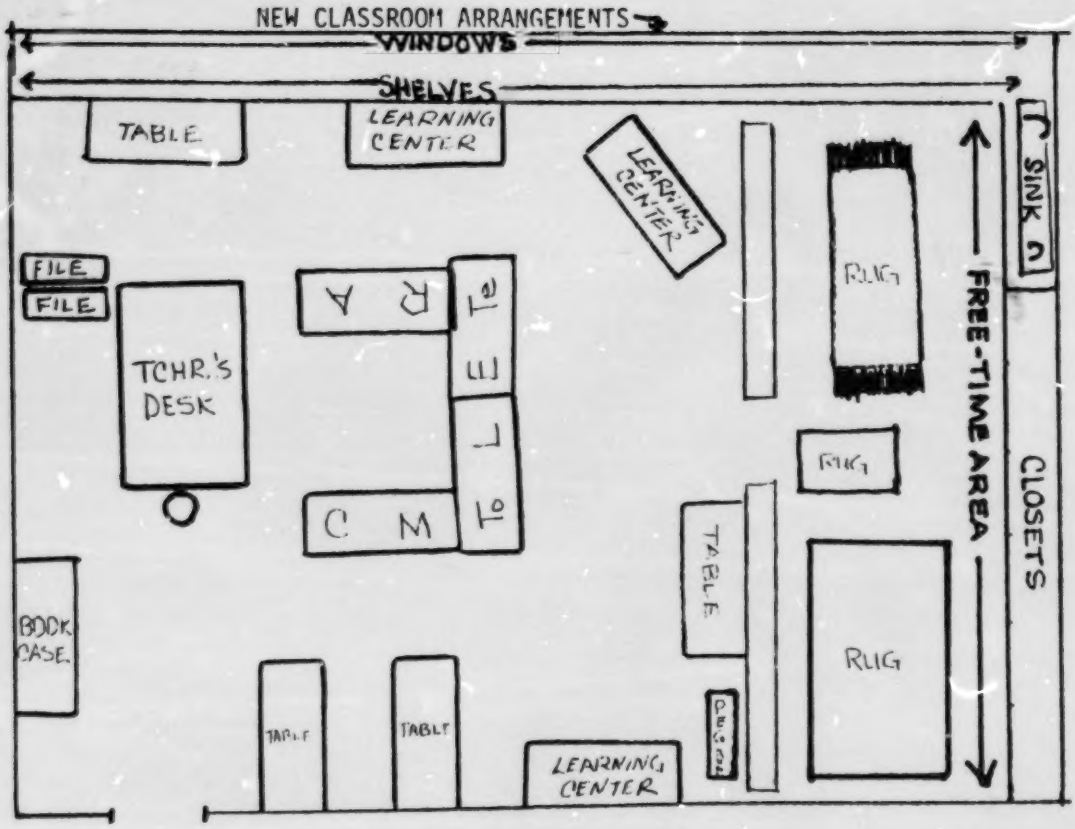


Figure 1. CLASSROOM ARRANGEMENTS

SUBJECT 1 - ERNIE

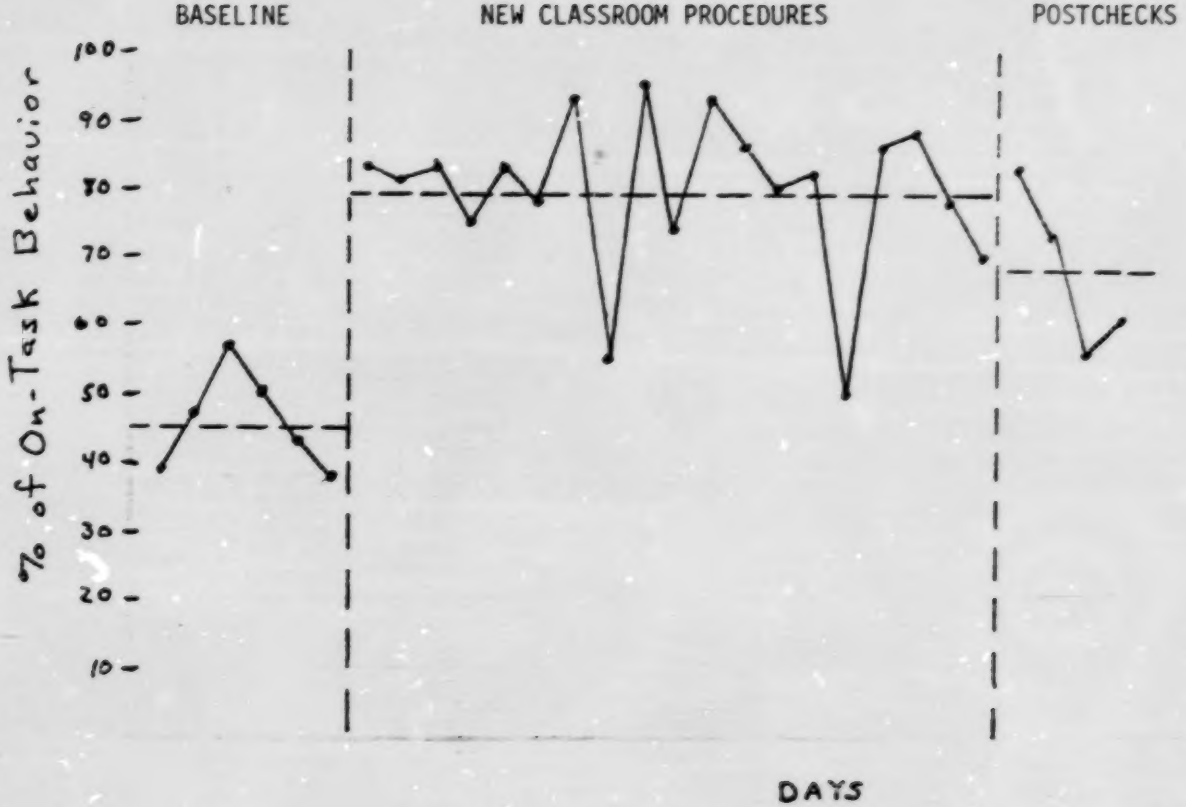


FIGURE 2

Units recorded:
Units Possible:
Reliability:
Units
Percent
Behavior - Definition:

SUBJECT 2 - TOMMY

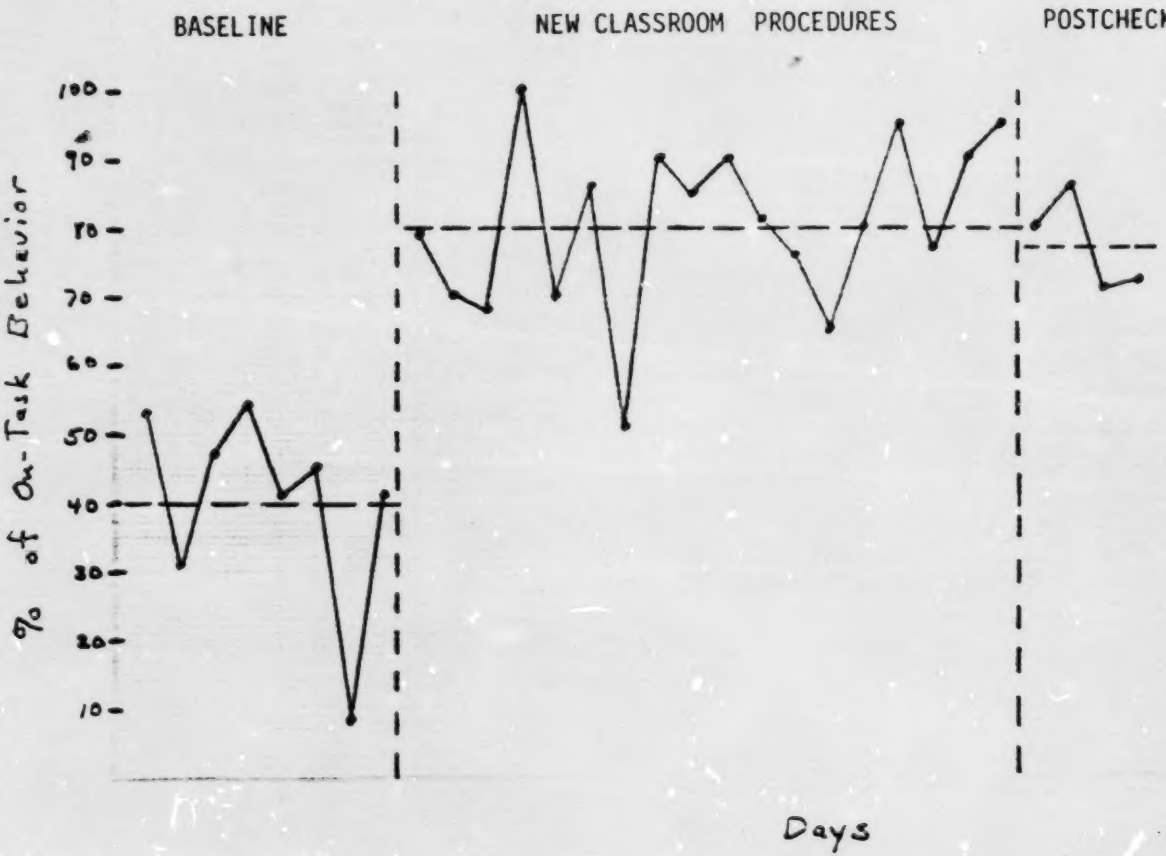


FIGURE 3

Units Recorded:

Units Possible:

Reliability:

Units:

Percent:

Behavior - Definition:

SUBJECT 3 - TEDDY

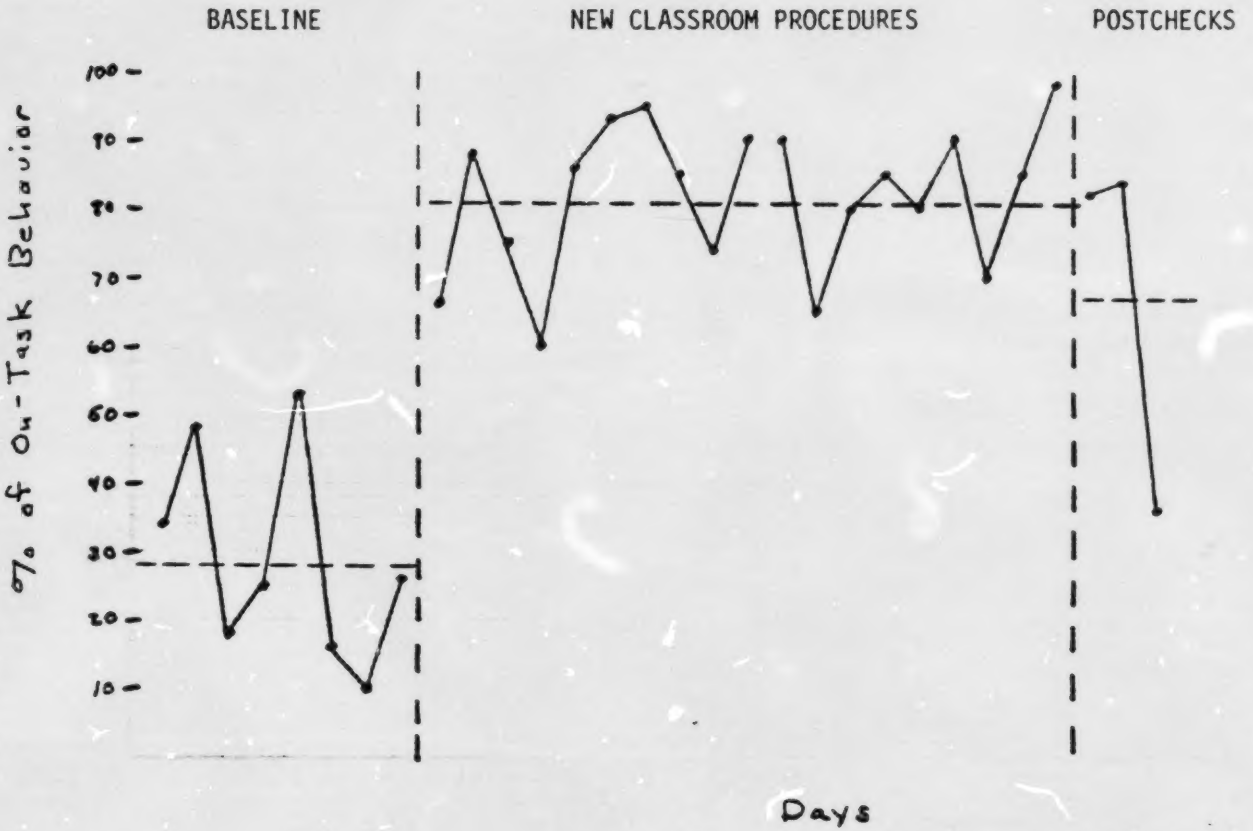


FIGURE 4

Units Recorded:

Units Possible:

Reliability:

Units:

Percent:

Behavior - Definition:

SUBJECT 4 - CHARLES

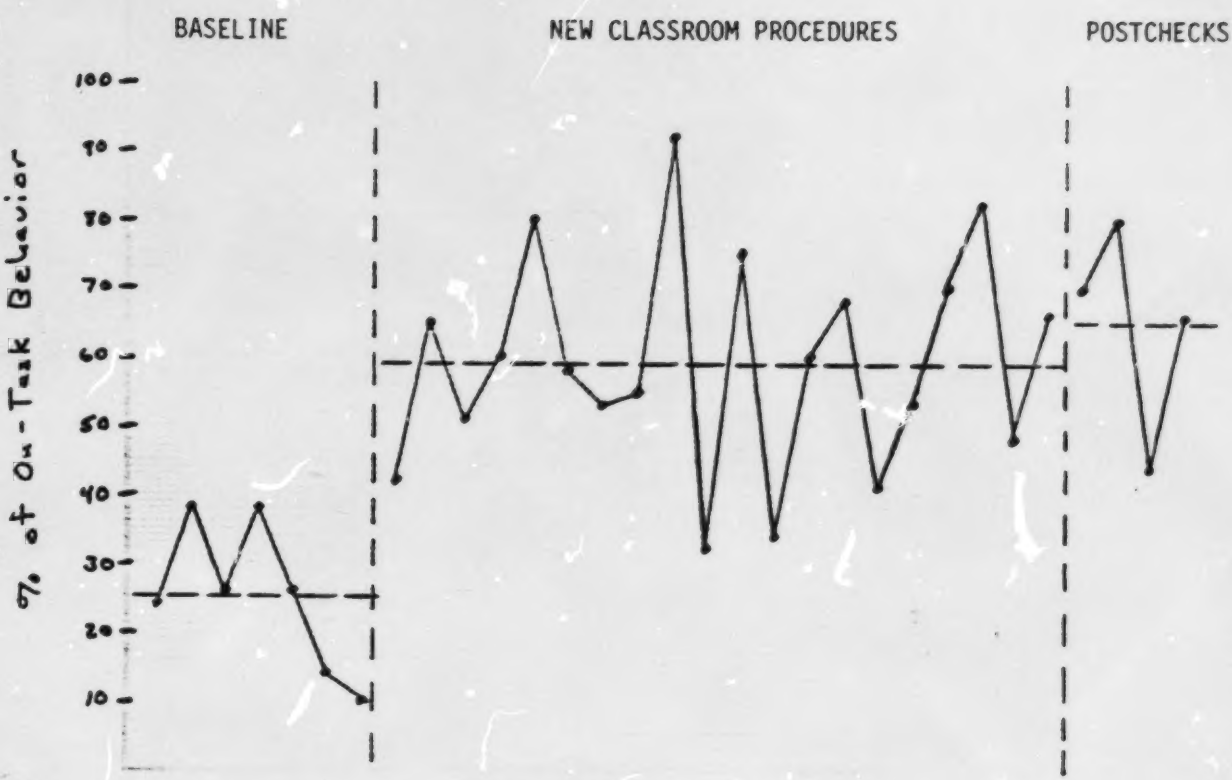


FIGURE 5

Rate or Percent

Units Recorded: _____

Units Possible: _____

Reliability:

Units: _____

Percent: _____

Behavior - Definition: _____

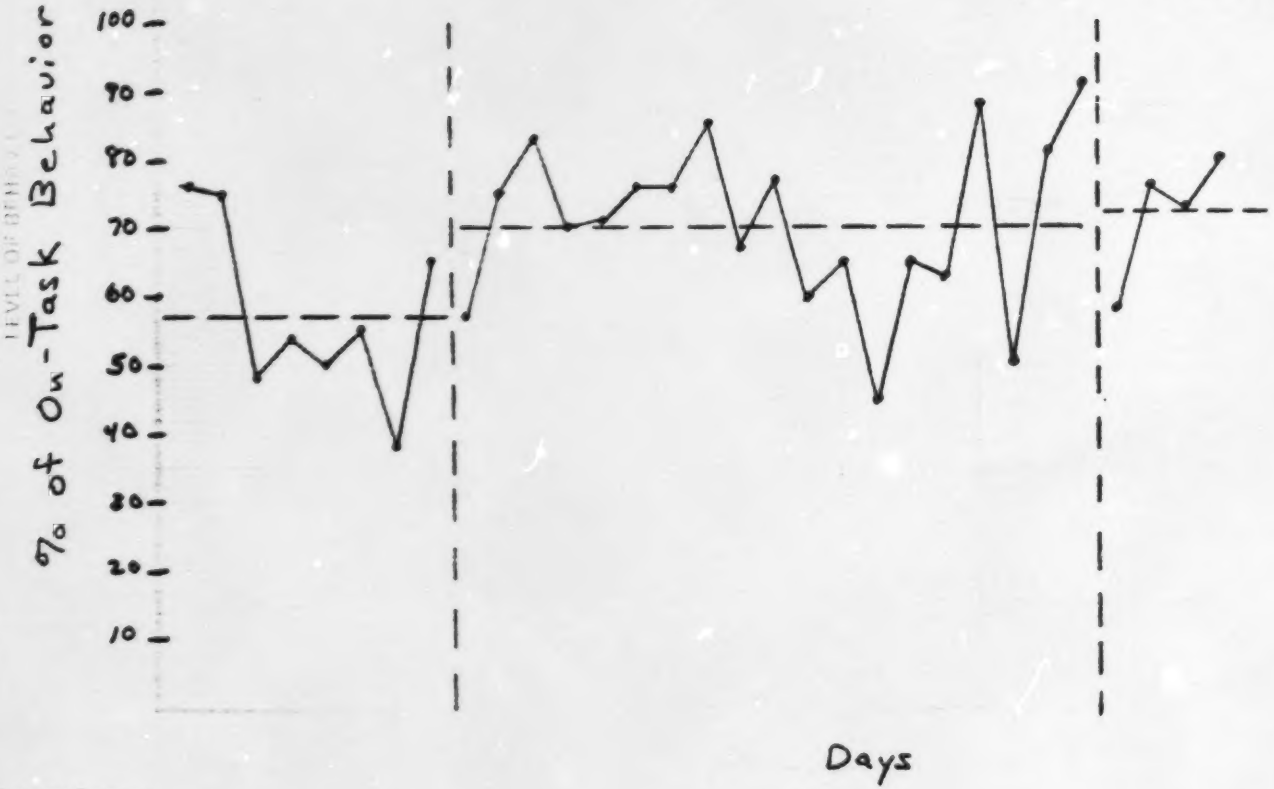


FIGURE 6

Rate or Percent:
Units Recorded:
Units Possible:
Reliability:
Units:
Percent:

Behavior - Definition:

SUBJECT 6 - LENNIE

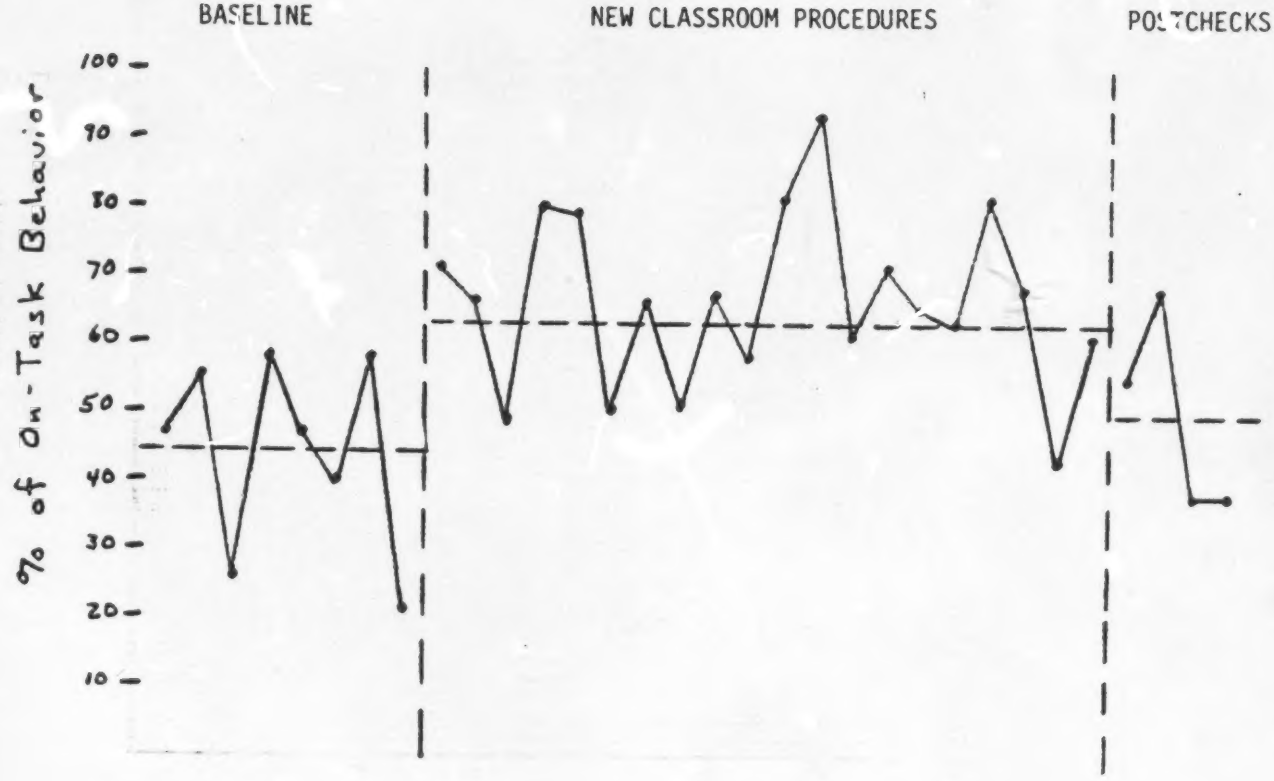


FIGURE 7

Rate or Percent:
Units Recorded:
Units Possible:
Reliability:
Units:
Percent:
Behavior - Definition:

SUBJECT 7 - ANDY

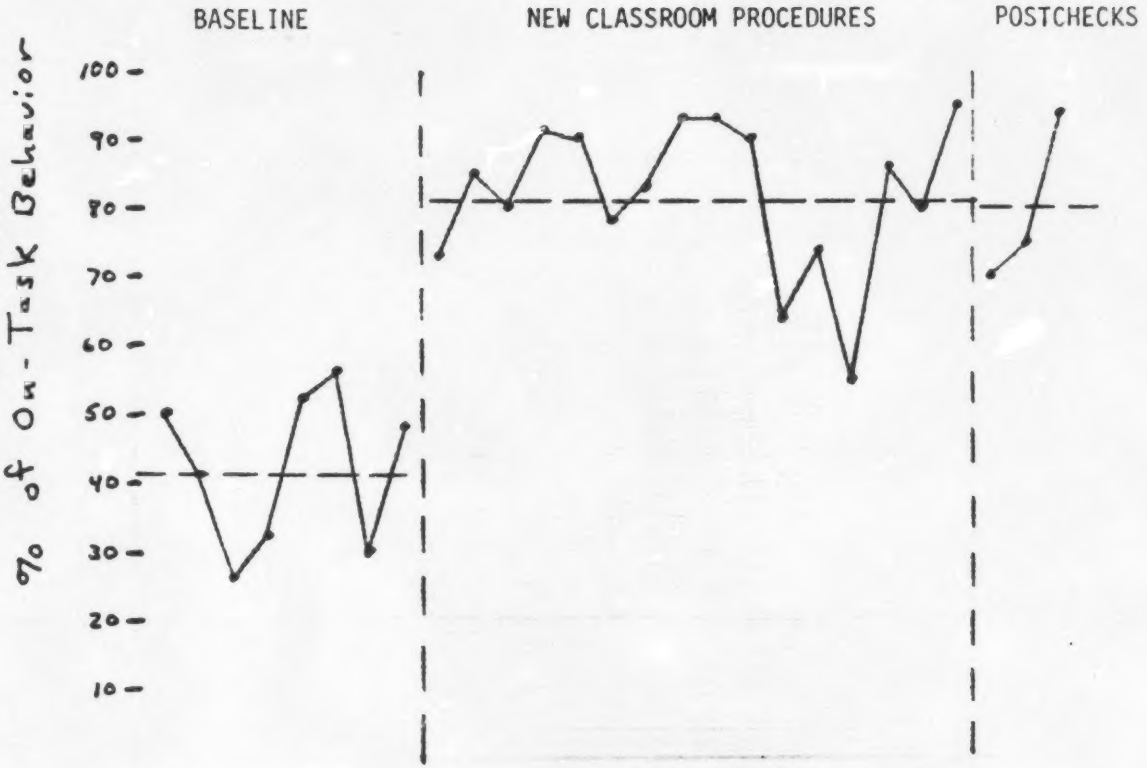


FIGURE 8

Units Recorded

Units Possible

Reliability:

Units

Percent

Behavior - Definition

SUBJECT 8 - ROXANNE

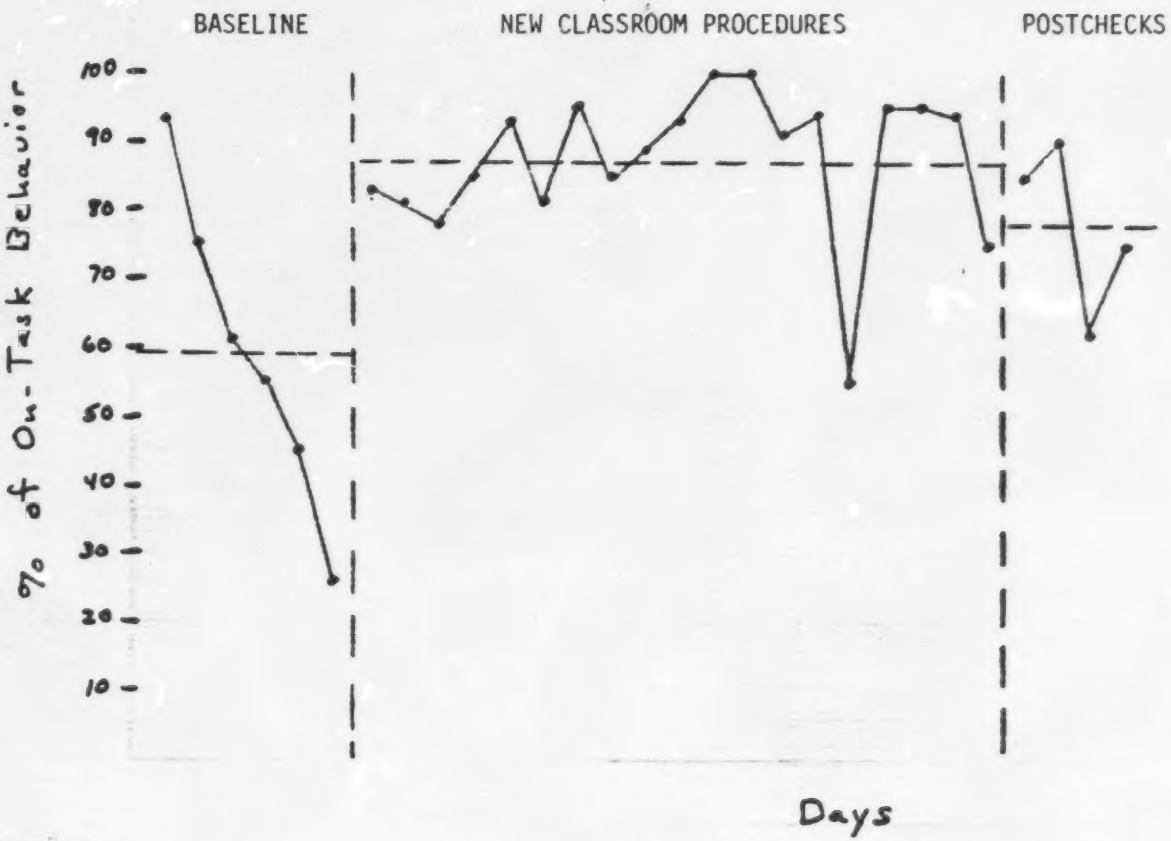


FIGURE 9

Rater or Person:
Units Recorded:
Units Possible:
Reliability:
Units:
Percent:

Behavior - Definition:

APPENDIX A

DAILY ASSIGNMENT SHEET

DAILY ASSIGNMENT SHEET

NAME _____

DO	FINISHED	NEEDS TO CORRECT	CORRECTED

APPENDIX B

POINT-CARD

STUDENT POINT-CARD

NAME _____ DATE _____

SIT IN SEAT																													
BE QUIET																													
DO WORK																													
READ																													
FOLLOW INSTRUCT.																													
LISTEN																													
TALK NICELY																													
RAISE HAND																													
OTHER																													

POINTS SPENT _____ FINES _____

_____ _____

_____ _____

_____ _____

COMMENTS _____

_____

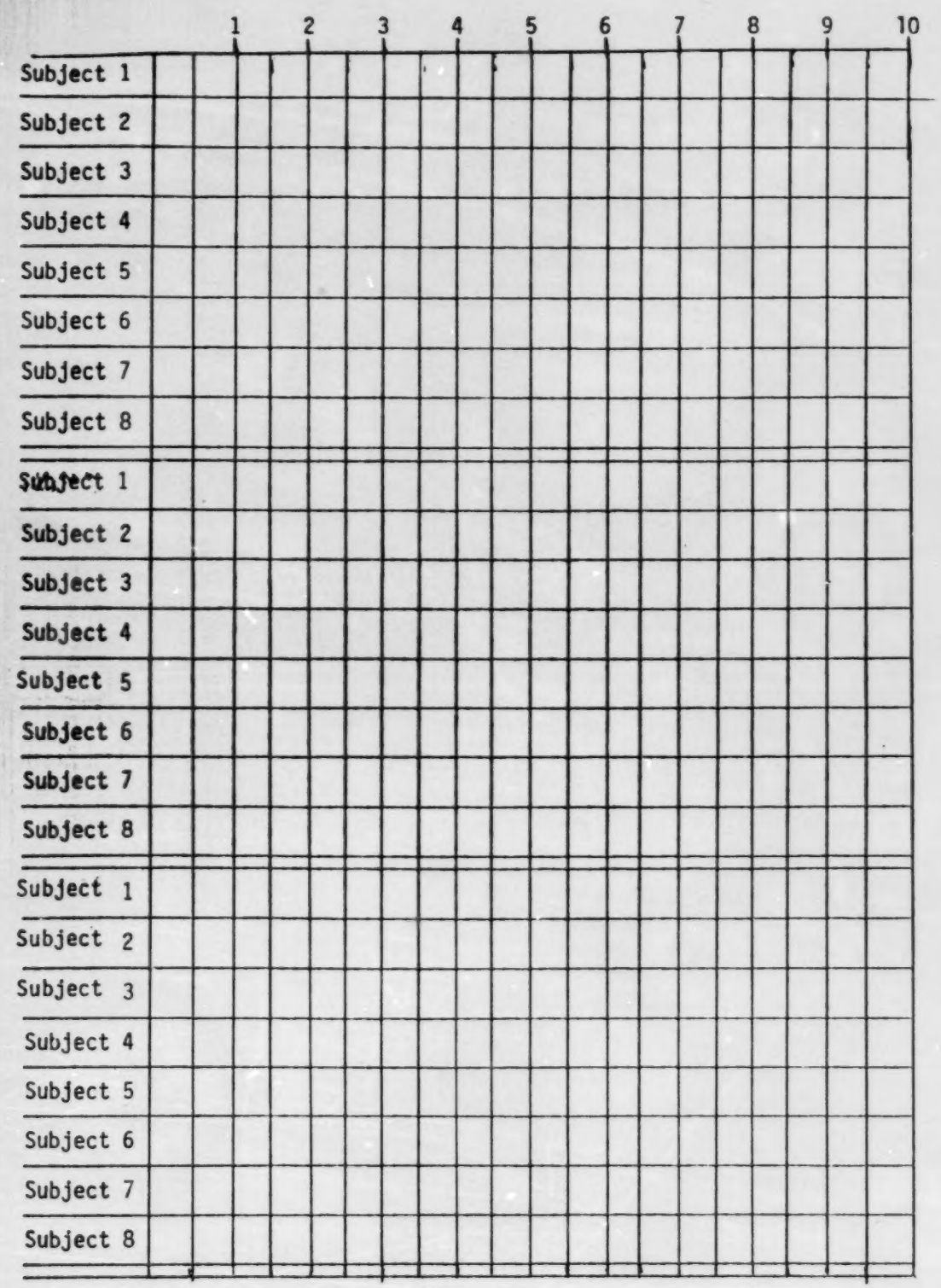
TOTAL EARNED: _____ TOTAL SPENT: _____ TOTAL FINES: _____

APPENDIX C

DATA SHEET

DATA SHEET

DATE _____ TIME _____ TIME ENDED _____



APPENDIX D

PRE TREATMENT TEACHER CONCERN

PRE TREATMENT TEACHER CONCERN 9/28/79

The situation which prompted me to seek help was that I felt that I was already defeated by these children. I certainly found out very soon that I did not have the skills or the personality to deal with these inner city black children. This was my first experience working with this type of child, and it's been quite a cultural shock.

Even after being observed by my teaching supervisor, and expressing my concerns, I was told that talking back and other disruptive behaviors were typical of the inner city black child, and the 'my' situation wasn't bad at all. (She never really saw them at their worst.) I was really needing some support, suggestions and techniques, and all I was told was to "Get Tough." I found this all extremely frustrating to the extent of thinking about quiting. "Why am I a teacher? What was I doing?"...etc.

I had been unable to do any teaching because I had to deal with such behavior problems as: fighting, cursing, talking back, yelling, temper tantrums, hitting, throwing objects, falling out of chairs, sliding on the floor, incomplete work, and the like. I've been dealing with these behaviors by taking away recess and calling parents. I have found no support in the homes either. (I've had 5 no shows out of 8 parent conferences to give you a picture). I've even taken 2 of the children to the principal for paddlings, and they still acted out.

These are my concerns and frustrations. Luckily I have had previous teaching experiences and enough feedback to feel good about my teaching. In that area I feel confident. "I want to teach!" Juniper Gardens has really been a life saver. So far, they are the 1st. people to listen and give support. I can't express what relief it is to know someone is going to help me learn some new techniques of management so I <u>can</u> teach. And thank you for letting me know that it isn't all me.

ED Classroom Teacher.

APPENDIX E

TEACHER'S STATEMENT DURING TREATMENT

TEACHER'S STATEMENT DURING TREATMENT 10/19/79

After 3 weeks of the new program, I feel as though I have a different set of kids and a new outlook upon my situation. First of all, I'm finally developing a "working" relationship with the kids. Before the program began, I really didn't like or enjoy the children, and I'm sure that it was likewise for them. I'm beginning to see some very nice courteous behavior which was nonexistant before, both verbal and behavioral. Not only are they treating me better, but each other also.

One aspect that the experimenters made me aware of was that my children really didn't know how to behave in the classroom; sit in seats, work independently on seatwork, or to wait one's turn. I understand now why my small groups & individual reading was failing miserably. Now what we are doing is shaping them to sit in their seats and do seatwork instead of doing small groups. The others could not handle sitting there without my direct attention. So far, the longest time I have been able to stand back without going to their desks was for 10 minutes.

The number 1 advantage that I see about the program is that it is allowing me to be positive. Being positive has allowed me to feel good about what I'm doing and to feel good about myself as a teacher. Of course it takes a lot of energy to go around the room and deliver points and verbal praise, but I feel good at the end of the day (usually). I'm starting to feel like myself again.

I feel better about what I'm doing, it will rub off on the kids, and we will all be benefiting from it; and I feel we are!

LD CLASSROOM TEACHER

APPENDIX F

TEACHER'S STATEMENT AFTER TREATMENT

AT THE END OF THE SCHOOL YEAR

TEACHER'S STATEMENT AFTER TREATMENT
AT THE END OF THE SCHOOL YEAR 5/21/80

Now that I'm in the last week of the school year, I am totally amazed how far my class has come. It angers me to think I had to come to an agency outside of the school district to get some help with the behaviors in my classroom. Of course at the beginning of the year when I found myself with 8 inner-city black children, I blamed the situation on their culture and my middle class values. I'm sure it's true to an extent, but I honestly had no idea how to deal with children from that culture. I wish someone had at least pulled me aside and had given me a good idea to what I was about to encounter. Furthermore, at least given me some tools to work with unruly and unmotivated children.

Now I feel that from the tools that Barbara and Mary Sue have given me, I'll be able to step into my next classroom and whip their behavior into shape in the first few months. I don't feel that it matters whether the kids are black, white or whatever, I feel the system works and will work on any group of children.

When I see children who at the beginning of the year were calling me names, jumping on tables, throwing chairs, books, etc. and now they talk to me nicely, do what I ask and enjoy hugging me, I know that even the worst situation can be turned around. I know that if I hadn't had the help, guidance and positive feedback from Mary Sue and Barbara I would have never survived this year. I either would have quit from frustration or because I emotionally couldn't handle the abuse and lack of control and support.

I used to cry driving home and occassionally on the playground because I would get so upset.

It's so neat that through the program not only have my kids gotten their behavior under control, but we have developed a close relationship. We actually like each other. I never thought I'd feel sad about leaving them, but I'm feeling alot of sadness since we've come so far together.

LD CLASSROOM TEACHER